

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

State Results

State: Maine



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Grade Level Summary Report

State: Maine

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							14,397									100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation							14,031	14,013	13,967							97	97	97
							2,072	2,057	1,975							15	15	14
Current LEP Students							380	386	378							3	3	3
With an approved accommodation							170	176	166							45	46	44
IEP Students							2,082	2,068	2,052							15	15	15
With an approved accommodation							1,634	1,624	1,559							78	79	76
Students not tested in NECAP							366	384	430							3	3	3
State Approved							251	258	265							69	67	62
Alternate Assessment							221	221	225							88	86	85
First Year LEP							3	0	3							1	0	1
Withdrew After October 1							0	0	0							0	0	0
Enrolled After October 1							0	0	0							0	0	0
Special Consideration							27	37	37							11	14	14
Other							115	126	165							31	33	38

NECAP RESULTS

	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	14,397	251	115	14,031	2,933	21	7,864	56	2,380	17	854	6	848												
MATH	14,397	258	126	14,013	2,374	17	6,035	43	3,002	21	2,602	19	842												
WRITING	14,397	265	165	13,967	963	7	6,116	44	5,175	37	1,713	12	839												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Reading Results

State: Maine

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 859–880)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 840–858)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

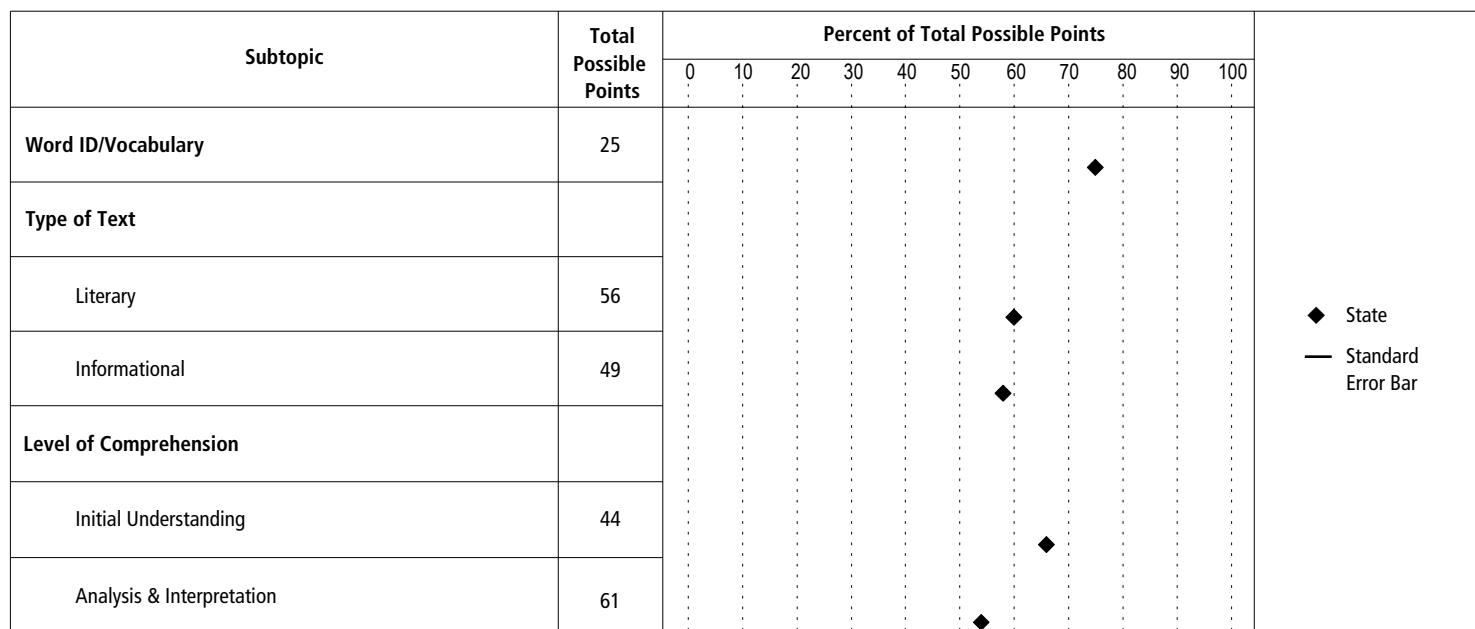
(Scaled Score 828–839)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 800–827)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11													
2011-12													
Cumulative													
Total													
District													
2009-10													
2010-11													
2011-12													
Cumulative													
Total													
State													
2009-10	14,466	245	120	14,101	2,092	15	7,584	54	3,378	24	1,047	7	846
2010-11	14,368	263	147	13,958	2,341	17	7,783	56	3,096	22	738	5	847
2011-12	14,397	251	115	14,031	2,933	21	7,864	56	2,380	17	854	6	848
Cumulative													
Total	43,231	759	382	42,090	7,366	18	23,231	55	8,854	21	2,639	6	847





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Disaggregated Reading Results

State: Maine

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	14,397	251	115	14,031	2,933	21	7,864	56	2,380	17	854	6	848												
Gender																									
Male	7,322	168	63	7,091	1,029	15	4,022	57	1,443	20	597	8	846												
Female	7,075	83	52	6,940	1,904	27	3,842	55	937	14	257	4	851												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	208	2	3	203	25	12	121	60	41	20	16	8	845												
Not Hispanic or Latino																									
American Indian or Alaskan Native	109	1	1	107	11	10	59	55	25	23	12	11	844												
Asian	236	1	0	235	77	33	104	44	38	16	16	7	851												
Black or African American	390	9	8	373	34	9	164	44	104	28	71	19	840												
Native Hawaiian or Pacific Islander	11	1	0	10	4	40	5	50	1	10	0	0	856												
White	13,302	235	99	12,968	2,755	21	7,333	57	2,146	17	734	6	849												
Two or more races	141	2	4	135	27	20	78	58	25	19	5	4	849												
No Race/Ethnicity Reported	0	0	0	0																					
LEP Status																									
Current LEP student	393	8	5	380	24	6	145	38	122	32	89	23	838												
Former LEP student - monitoring year 1	18	0	0	18	8	44	10	56	0	0	0	0	860												
Former LEP student - monitoring year 2	26	0	0	26	15	58	11	42	0	0	0	0	860												
All Other Students	13,960	243	110	13,607	2,886	21	7,698	57	2,258	17	765	6	849												
IEP																									
Students with an IEP	2,380	238	60	2,082	29	1	687	33	810	39	556	27	835												
All Other Students	12,017	13	55	11,949	2,904	24	7,177	60	1,570	13	298	2	851												
SES																									
Economically Disadvantaged Students	6,241	177	74	5,990	659	11	3,271	55	1,438	24	622	10	844												
All Other Students	8,156	74	41	8,041	2,274	28	4,593	57	942	12	232	3	852												
Migrant																									
Migrant Students	10	0	1	9																					
All Other Students	14,387	251	114	14,022	2,933	21	7,862	56	2,374	17	853	6	848												
Title I																									
Students Receiving Title I Services	1,392	15	9	1,368	119	9	722	53	408	30	119	9	843												
All Other Students	13,005	236	106	12,663	2,814	22	7,142	56	1,972	16	735	6	849												
504 Plan																									
Students with a 504 Plan	407	3	3	401	55	14	256	64	75	19	15	4	847												
All Other Students	13,990	248	112	13,630	2,878	21	7,608	56	2,305	17	839	6	848												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Mathematics Results

State: Maine

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 852–880)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 840–851)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

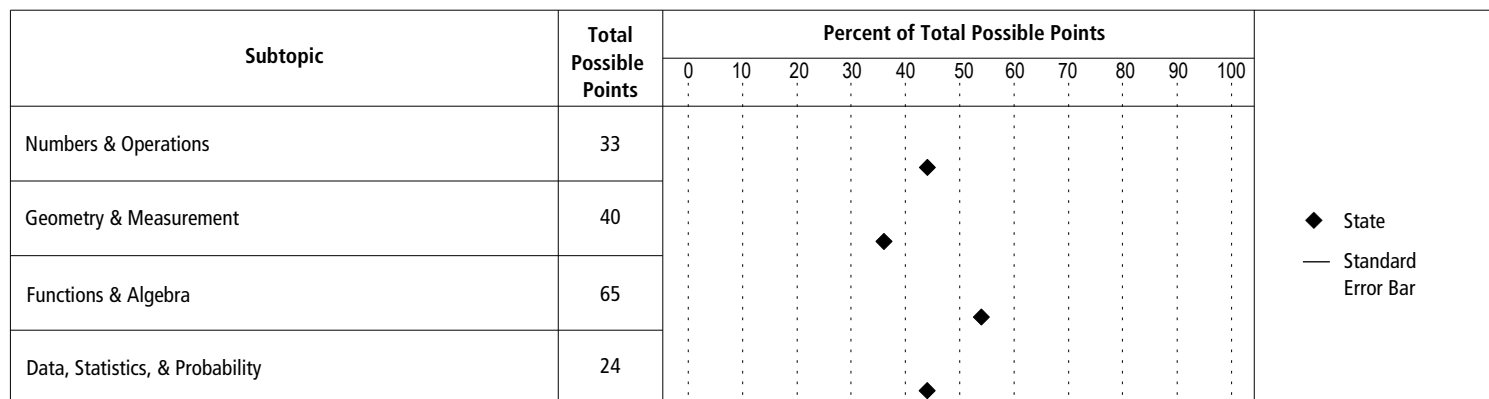
(Scaled Score 834–839)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 800–833)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11													
2011-12													
Cumulative Total													
District													
2009-10													
2010-11													
2011-12													
Cumulative Total													
State													
2009-10	14,466	236	115	14,115	2,283	16	6,119	43	3,019	21	2,694	19	842
2010-11	14,368	223	162	13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
2011-12	14,397	258	126	14,013	2,374	17	6,035	43	3,002	21	2,602	19	842
Cumulative Total	43,231	717	403	42,111	6,967	17	18,048	43	9,069	22	8,027	19	842





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Disaggregated Mathematics Results

State: Maine

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	14,397	258	126	14,013	2,374	17	6,035	43	3,002	21	2,602	19	842												
Gender																									
Male	7,322	166	72	7,084	1,215	17	2,907	41	1,524	22	1,438	20	842												
Female	7,075	92	54	6,929	1,159	17	3,128	45	1,478	21	1,164	17	843												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	208	2	4	202	20	10	78	39	54	27	50	25	839												
Not Hispanic or Latino																									
American Indian or Alaskan Native	109	1	1	107	6	6	38	36	31	29	32	30	838												
Asian	236	1	0	235	59	25	98	42	38	16	40	17	845												
Black or African American	390	10	5	375	22	6	94	25	96	26	163	43	834												
Native Hawaiian or Pacific Islander	11	1	0	10	4	40	4	40	2	20	0	0	847												
White	13,302	241	112	12,949	2,242	17	5,665	44	2,761	21	2,281	18	842												
Two or more races	141	2	4	135	21	16	58	43	20	15	36	27	842												
No Race/Ethnicity Reported	0	0	0	0																					
LEP Status																									
Current LEP student	393	5	2	386	18	5	80	21	102	26	186	48	833												
Former LEP student - monitoring year 1	18	0	0	18	2	11	11	61	4	22	1	6	844												
Former LEP student - monitoring year 2	26	0	0	26	10	38	13	50	3	12	0	0	849												
All Other Students	13,960	253	124	13,583	2,344	17	5,931	44	2,893	21	2,415	18	842												
IEP																									
Students with an IEP	2,380	243	69	2,068	32	2	305	15	477	23	1,254	61	831												
All Other Students	12,017	15	57	11,945	2,342	20	5,730	48	2,525	21	1,348	11	844												
SES																									
Economically Disadvantaged Students	6,241	181	81	5,979	453	8	2,191	37	1,596	27	1,739	29	838												
All Other Students	8,156	77	45	8,034	1,921	24	3,844	48	1,406	18	863	11	845												
Migrant																									
Migrant Students	10	0	1	9																					
All Other Students	14,387	258	125	14,004	2,374	17	6,032	43	2,999	21	2,599	19	842												
Title I																									
Students Receiving Title I Services	1,392	18	9	1,365	62	5	394	29	459	34	450	33	837												
All Other Students	13,005	240	117	12,648	2,312	18	5,641	45	2,543	20	2,152	17	843												
504 Plan																									
Students with a 504 Plan	407	4	3	400	50	13	172	43	109	27	69	17	841												
All Other Students	13,990	254	123	13,613	2,324	17	5,863	43	2,893	21	2,533	19	842												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Writing Results

State: Maine

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 854–880)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 840–853)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

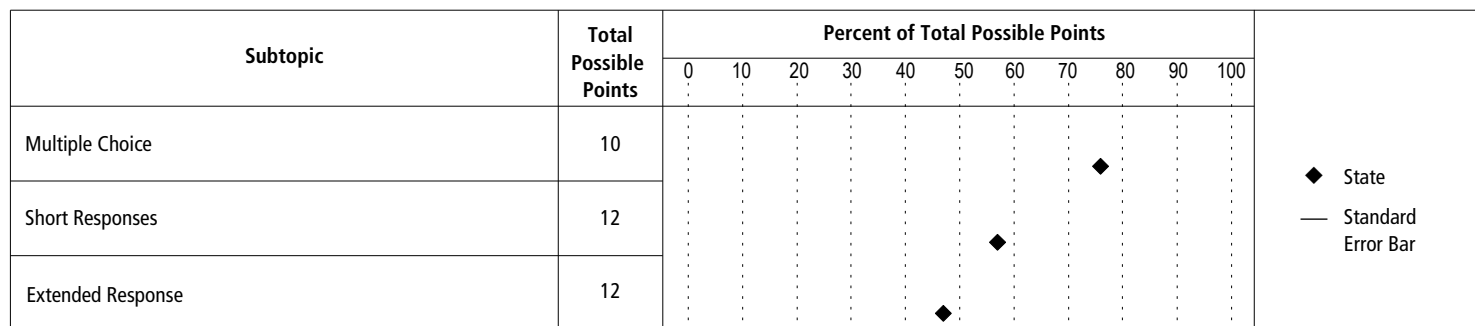
(Scaled Score 827–839)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 800–826)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11													
2011-12													
Cumulative Total													
District													
2009-10													
2010-11													
2011-12													
Cumulative Total													
State													
2009-10													
2010-11	14,368	254	210	13,904	1,035	7	6,332	46	5,179	37	1,358	10	840
2011-12	14,397	265	165	13,967	963	7	6,116	44	5,175	37	1,713	12	839
Cumulative Total	28,765	519	375	27,871	1,998	7	12,448	45	10,354	37	3,071	11	839





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Disaggregated Writing Results

State: Maine

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	14,397	265	165	13,967	963	7	6,116	44	5,175	37	1,713	12	839												
Gender																									
Male	7,322	176	90	7,056	263	4	2,479	35	3,061	43	1,253	18	836												
Female	7,075	89	75	6,911	700	10	3,637	53	2,114	31	460	7	841												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	208	2	7	199	10	5	70	35	89	45	30	15	837												
Not Hispanic or Latino																									
American Indian or Alaskan Native	109	1	1	107	3	3	30	28	53	50	21	20	835												
Asian	236	1	0	235	25	11	120	51	65	28	25	11	841												
Black or African American	390	11	11	368	7	2	105	29	159	43	97	26	833												
Native Hawaiian or Pacific Islander	11	1	0	10	1	10	6	60	3	30	0	0	843												
White	13,302	247	140	12,915	908	7	5,720	44	4,761	37	1,526	12	839												
Two or more races	141	2	6	133	9	7	65	49	45	34	14	11	839												
No Race/Ethnicity Reported	0	0	0	0																					
LEP Status																									
Current LEP student	393	8	7	378	6	2	88	23	165	44	119	31	831												
Former LEP student - monitoring year 1	18	0	0	18	4	22	11	61	3	17	0	0	846												
Former LEP student - monitoring year 2	26	0	0	26	4	15	18	69	4	15	0	0	846												
All Other Students	13,960	257	158	13,545	949	7	5,999	44	5,003	37	1,594	12	839												
IEP																									
Students with an IEP	2,380	247	81	2,052	7	<1	189	9	883	43	973	47	827												
All Other Students	12,017	18	84	11,915	956	8	5,927	50	4,292	36	740	6	841												
SES																									
Economically Disadvantaged Students	6,241	183	111	5,947	179	3	1,924	32	2,686	45	1,158	19	835												
All Other Students	8,156	82	54	8,020	784	10	4,192	52	2,489	31	555	7	841												
Migrant																									
Migrant Students	10	0	1	9																					
All Other Students	14,387	265	164	13,958	963	7	6,115	44	5,171	37	1,709	12	839												
Title I																									
Students Receiving Title I Services	1,392	18	14	1,360	34	3	384	28	711	52	231	17	835												
All Other Students	13,005	247	151	12,607	929	7	5,732	45	4,464	35	1,482	12	839												
504 Plan																									
Students with a 504 Plan	407	4	4	399	13	3	141	35	191	48	54	14	836												
All Other Students	13,990	261	161	13,568	950	7	5,975	44	4,984	37	1,659	12	839												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.